



John Daniels  
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# BIOGRAPHY

## **DEFENSE ACQUISITION UNIVERSITY - SOUTH REGION**

Professor John Daniels began working for DAU in 2011. He currently facilitates the 10-week case study based Program Manager's Course (PMT-401), the three-day Leader as Coach Course (ACQ-453), and the one week Intermediate Acquisition Course (ACQ-201B). In addition to teaching, John serves as an Executive Coach and provides other mission assistance support for DAU South's regional customers. John has over three decades of leadership and defense acquisition experience. After serving almost 29 years on active duty in the United States Air Force, John retired in 2007, and joined the Missile Defense Agency as a DoD civilian where he led the Agency's Sensors Program. He later supported business development efforts for a small disadvantaged business supporting NASA and the DoD.

His expertise spans research and development, aircraft maintenance, operational test and evaluation, engineering, and program management. He has served as a DCMA commander and twice led major programs within the DoD. Mr. Daniels is DAWIA-certified Level III in both Program Management and Systems Planning, Research, Development and Engineering. He has a Bachelor of Science in Mechanical Engineering from North Carolina State University, and a Master of Science in Aeronautical Engineering from the Air Force Institute of Technology (AFIT). He is also an in-residence graduate of both the Air Command and Staff College and the Air War College. John and his wife (Annette) reside in Madison AL. They have two grown children and one granddaughter.



# Outline

- **Learning Objectives and Outcomes**
- **Mentoring Basics**
  - **Mentoring-Related Definitions**
  - **Mentoring Myths**
  - **Why Mentoring Matters**
  - **Common Types of Mentoring**
  - **Characteristics of an Effective Mentor**
  - **Characteristics of an Effective Protégé**
  - **Questions to Consider**
  - **Mentor/Protégé Relationship**
  - **Additional References/Readings**
- **Summary**

# Learning Objectives & Outcomes

**Upon completion of this seminar, you will be able to:**

- **List benefits of Mentoring to the Mentor, the Protégé and to your organization**
- **State the definitions of Mentoring, differentiating it from Coaching**
- **Identify the characteristics of an effective Mentor and Protégé**
- **List the 5 essentials for successful Mentoring relationships**
- **Identify the Mentoring type that fits your needs**
- **Reflect on whether to pursue a mentoring relationship as either a Mentor or Protégé**



# Mentoring Definitions

How would you define Mentoring?

“The voluntary, developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect.”

*Army Mentorship Handbook, HQ Department of the Army, DCS, G-1, 1 Jan 2005, pg 4.*

# Mentoring Definitions – cont'd

“Mentoring is a learning process where the mentor serves as a role model, trusted counselor or teacher who provides opportunities for professional development, growth and support to other individuals in career planning or employment settings. These individuals, or [protégés], receive information, encouragement and advice as they plan their career path.”

*Mentor Handbook, Guide and Tools, Senior Service College Fellowship (SSCF), Dr. Jerry Davis, July 2012*

# Mentoring Definitions—cont'd

“... an approach to people development that is independent of and takes place outside any line management relationship. It is about one person helping another to achieve something that is important to them. It is about giving and receiving support and help in a non-threatening and informal environment and in a manner that is appropriate to the recipient's needs.”

*A Practical Guide to Mentoring 4<sup>th</sup> Edition: David Kay and Roger Hinds*

What's the difference between mentoring & coaching?



# Mentor

A mentor has been described as a “wise and trusted counselor and teacher ... someone that has something to offer that meets the immediate and/or future needs of another person.”

*Senior Service College Fellowship (SSCF) Mentoring Workshop, Dr. Jerry Davis, December 2012*



# Protégé

A protégé has been described as “someone who desires to develop a broader range of understanding. A protégé is also a person that will benefit from a mentoring relationship with a more experienced person [mentor].”

*Senior Service College Fellowship (SSCF) Mentoring Workshop, Dr. Jerry Davis, December 2012*



# Myths

- Mentoring is for people that are “broken” and need help
- Primary beneficiary is the protégé
- Mentoring relationship is always a positive experience
- Mentoring relationships look the same in all work settings
- Mentoring relationships are easy to establish and maintain
- Mentoring relationships create “easy” tracks for success
- Mentoring will be successful in spite of the Protégé’s boss
- Person primarily responsible for the success of the relationship is the mentor
- During the length of the relationship, roles will not change

# Why Mentoring Matters

- **Over 60% of surveyed college and graduate students listed mentoring as a criteria for selecting an employer after graduation. (Source: MMHA)**
- **77% of companies report that mentoring programs were effective in increasing retention. (Source: Center for Creative Leadership)**
- **Survey of CEOs states that one of top three key factors in their career was mentoring. (Source: Account Temps Survey of Fortune 500)**
- **On 11 job essential skills, protégés increased skills by an average of 61% through a successful mentoring program. (Source: MMHA)**
- **Gains in 9 of 11 generic career and life effectiveness skills after 13 months of mentoring. (Source: MMHA)**
- **75% of executives said mentoring played a key role in their career. (Source: ASTD)**

Source: *“Introduction to Raytheon’s Mentoring Process”*



# Can Mentoring Really Make a Difference?



1979

My Long Term Vision



1979



Mentoring

# Benefits to Mentors

- Expands awareness of issues from a grassroots perspective
  - Develops a broader perspective
  - Increases understanding of current realities and issues
- Promotes diversity of thought and style
- Increases time to devote to new ideas
- Revitalizes and energizes commitment to individuals and to the organization
- Provides personal satisfaction and enhanced self-esteem
- Provides an opportunity to leave a legacy

Source: *"Introduction to Raytheon's Mentoring Process"*

# Benefits to Protégés

- Increases confidence and opportunities for success
- Facilitates the formation of partnerships across barriers of culture, roles, gender, and levels
  - Promotes diversity of thought and style
- Accelerates learning and development of target skills
- Provides broader access to people outside the protégé's functional
- Helps protégé reach goals
- Provides “safe” environment in which to test ideas
- Provides greater career satisfaction

Source: *“Introduction to Raytheon's Mentoring Process”*

# Benefits to the Organization

- Research supports benefits to individuals and to the organization
  - ✓ Better leaders and fewer losses of good people
  - ✓ Good career progression for those with potential
  - ✓ Mentors learn from protégés
  - ✓ Increased network of professional contacts
  - ✓ Increased respect from subordinates for mentors
  - ✓ Employee may struggle with limitations of their job, not their capabilities
  - ✓ Organization's success rests on the success of its employees

Sources:

*Be a Mentor*, Wayne Turk, Defense AT&L: Better Buying Power, Sep-Oct 2011

*Why Mentoring Matters in a Hypercompetitive World*, DeLong, Gabarro, Lees, Harvard Business Review, Jan 2008

# Types of Mentoring

## Common Types of Mentoring

- Helping protégés improve their workplace proficiency
- Helping protégés develop the necessary skills to enter or continue on a specific career path
- Supporting protégés with their personal goals and aspirations
  - In some cases, the mentor's support may have nothing to do with the protégé's current job



# Your Mentoring Experiences

**What characteristics do you think would be most important for a mentor?**

# Characteristics of an Effective Mentor

- Strong interpersonal skills: an effective communicator
- Excellent organizational knowledge
  - A person with an extensive network of resources
- Exemplary supervisory skills
- Outstanding technical competence
- Well known & respected: Someone whose opinions are valued
- Willingness to share responsibility for another's growth
- Patience: Someone who is willing to let people grow
- Risk Taker: A person who can say, "Give it a try!"
- Should know their strengths and weaknesses
- Always focused on the protégé -- not himself/herself

## A Good Mentor ...

- ✓ Is absolutely credible
- ✓ Tells you things you may not want to hear
- ✓ Interacts in a way that makes you want to become better
- ✓ Makes you feel secure enough to take risks
- ✓ Gives you confidence to rise above inner doubts
- ✓ Supports your attempts to set stretch goals
- ✓ Presents opportunities & highlights challenges you may not have seen on your own

Source: *Why Mentoring Matters in a Hypercompetitive World*, DeLong, Gabarro, Lees, Harvard Business Review, Jan 2008

# **Your Mentoring Experiences**

**What characteristics do you think would be most important for a protégé?**

# Characteristics of a Protégé

- Willingness to listen
- Open to guidance and suggestions from his/her Mentor
- Ability to take constructive criticism
- Desires to improve
  - Willing to change and improve, and will work tasks for improvement
- Understands the mentor is providing input for their growth and respects their mentor's time and opinions
- Openly shares with mentor what they need to get out of the relationship

# Responsibility of Protégé

*“ ... protégés are ultimately responsible for their own career and personal development. A mentor will provide valuable advice and help a protégé reflect on and learn from their experiences, but it is ultimately up to the protégé to take the initiative, demonstrate their capabilities, and seize opportunities and future assignments in order to advance their professional development and career progression.”*

*Army Mentorship Handbook, HQ Department of the Army, DCS, G-1, 1 Jan 2005, pg 4.*

# Questions to Consider

- Should my supervisor be my mentor?
- If I have a mentor that isn't my supervisor, should I tell him/her I have a mentor?
- Can I have more than one mentor?
- How long does a mentoring relationship last?
- What if a mentor chooses you?
  - ❖ What if you don't want them as a mentor?
- What if you get turned down when asking for a mentor?
- Could successful mentoring lead you away from your current job?

# Mentor/Protégé Relationship

Successful mentoring is based on forming and maintaining a relationship that supports successful outcomes



# Mentor/Protégé Relationship



- Mentoring is a personal choice
- There is no one size fits all arrangement
- The mentor/protégé relationship has to “fit” for both the mentor and the protégé

# Mentor/Protégé Relationship (**Expectations**)

- Mentor and Protégé should jointly develop and agree on expectations
  - Goals & Objectives
  - Meeting times
  - Short-term or Long-term relationship
  - Formal or informal arrangement



# Five Essentials for Successful Mentoring Relationships

1. Respect: This is established when a protégé recognizes attributes, skills, and competencies in the mentor that he or she would like to possess; and when the mentor appreciates the success of the protégé to date and the protégé's desire to develop his or her attributes, skills, competencies, capabilities, and experiences.
2. Trust: This is a two-way street. Mentors and protégés should work together to build trust, through communicating, and by being available, predictable, and loyal.
3. Partnership building: The mentor and protégé are professional partners. Natural barriers that all partnerships face may include miscommunication or an uncertainty of each other's expectations.

## Five Essentials for Successful Mentoring Relationships – cont'd

4. Realistic expectations and self-perception: A Mentor should encourage the protégé to have realistic expectations in terms of: their own capabilities, opportunities in terms of present and potential positions, the energies and actions the mentor will commit to the mentoring relationship, and what the protégé must demonstrate to earn the mentor's support in his or her personal/professional career development.
5. Time: Both mentor and protégé will need to set aside specific times to meet. They should protect these times unless it is absolutely necessary to change them.

# Additional References/Readings

- *Army Mentorship Handbook*, HQ Department of the Army, DCS, G-1, 1 Jan 2005
- *Be a Mentor*, Wayne Turk, Defense AT&L: Better Buying Power, Sep-Oct 2011
- DAU's Skillport has some excellent resources (search on keyword "mentoring")  
<https://dau.skillport.com/skillportfe/main.action>
- *A Practical Guide to Mentoring 4<sup>th</sup> Edition*: David Kay and Roger Hinds (also available from DAU's skillport)
- *Mentors & Protégés: Simple Rules for Success*, COL Mark A. Melanson, MS, USA, Army Medical Department Journal, Jul-Sep 06
- *Why Mentoring Matters in a Hypercompetitive World*, DeLong, Gabarro, and Lees, Harvard Business Review, January 2008
- *Best Practices: Mentoring*, United States Office of Personnel Management, Sep 2008
- *Your Road Map for Success*, John C. Maxwell, Nelson Publishers, 2002.
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- *Mentoring Guide: A Guide for Mentors*. Center for Health Leadership & Practice (2002), Oakland, CA: Center of Health Leadership & Practice, Public Health Institute.
- *Effective Mentoring*, Cohen, N. (1999), Amherst, MA: HRD Press.
- *Effective Mentoring*, Faculty Mentoring Resources, UW Oshkosh, 2003.  
<http://www.uwosh.edu/mentoring/faculty/listeningskills.html>
- *Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective, Mentoring Process*, Murray, M. (2001), San Francisco, CA: Jossey-Bass.
- *Leaders as Coach*: Peterson, D.B. & Hicks, M.D. (1996), Minneapolis, Minnesota: Personnel Decisions International Corporation.
- *The Mentor's Guide*: Phillips-Jones, L. (2000), Grass Valley, CA: Coalition of Counseling Center (CCC) /The Mentoring Group.
- *Strategies for Getting the Mentoring You Need: A Look at Best Practices of Successful Mentees*. Zachary, L.J. (2012).
- *The Mentor's Guide: Facilitating Effective Learning Relationships*, Second Edition; San Francisco, CA: Jossey-Bass. Zachary, L.J. (2012).
- *Creating a Mentoring Culture: The Organizational Guide*, Zachary, L.J. (2005), San Francisco, CA: Jossey-Bass.

# Summary

- We discussed mentoring basics today that hopefully will be of use to you both personally and professionally
  - Definitions, myths, why mentoring matters, characteristics of effective mentors/protégés, and what a healthy mentoring relationship looks like
- How can you benefit from having a mentor or serving as a mentor?

**What additional questions do you have?**

# Mentoring versus Coaching

Coaching	Mentoring	Consulting	Therapy
Deals mostly with a person's present & seeks to guide them into a more desirable future	Deals mostly with succession training & seeks to help someone do what you do; or to support them achieving other goals (personal or professional)	Deals mostly with problems & seeks to provide information (expertise, strategy, structure, method) to solve them	Deals mostly with a person's past/trauma & seeks healing
<b>Co-creative equal partnership (Coach helps client/leader discover his/her own answers)</b>	<b>Usually a younger/less experienced relationship (Mentor may have the answers)</b>	Expert > person with problem relationship (Consultant has the answers)	Doctor > patient relationship (Therapist has the answers)
Assumes emotions are natural and normalizes them	Is limited to emotional response of the mentoring parameters (succession, etc.)	Does not normally address or deal with emotions (informational only)	Assumes emotions are a symptom of something wrong
Coach stands with you (client) and helps you identify challenges; then, works with you to turn challenges into victories and holds you accountable to reach your desired goals	<b>Mentor allows you to observe his/her behavior &amp; learn his/her expertise; mentor answers questions and provides guidance/wisdom for the stated purpose of the mentoring</b>	Consultant stands back, evaluates situation, then tells you the problem and how to fix it	Therapist diagnoses, then provides expertise and guidelines to give you a path to healing

